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MSA Final Abstract
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Learning How to Learn Medicine
A Student-Led Initiative to Foster Active Learning Strategy Adoption

Background:

- Active recall and spaced repetition are learning strategies that have been associated with better student outcomes.
- Passive learning strategies, such as rereading notes, are associated with worse long-term recall.
- Despite strong evidence on how best to learn, many medical students do not uniformly effective strategies and struggle with adjusting to medical school.
- Peer teaching has long been recognized as an effective approach to education but has rarely been used to teach learning skills.

Project Description:

- Paige Romer, a former teacher with a master's in education psychology and current medical student at CUSOM, worked with UME faculty to develop a talk on learning science, active learning strategies, and learning in medical school.
- Evidence-based learning strategies were interwoven with reflections from Paige and other students about learning in medical school.
- This talk has now reached over 600 students and faculty members and has led to the development of a similar talk focused on clinical learning.
- The session has been evaluated similarly to all other lectures in medical school.

Results

- 81% of students thought it was more effective to have a peer present this material compared to a faculty member.
- On average, 77.3% of students stated that the project provided them with information and concrete approaches to maximize their learning in medical school.

Conclusions:

- Peer-teaching about learning science has been positively received by students at CU School of Medicine.
- When teaching learning science, it is important to emphasize the universality of effective learning strategies.